

## University of Bradford Institution Grading Criteria

### Foundation Level Grading Criteria: QCF/NCF Level 3

#### Foundation Level Grading Criteria - QCF/NCF Level 3

<b>0-19</b>	<p><b>A substantial failure to meet the threshold level of attainment at QCF/NCF Level 3 indicated by:</b></p> <p><b>A substantial inability to use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</b></p> <p><b>A substantial inability to access, interpret and evaluate relevant information and ideas.</b></p> <p><b>A substantial lack of awareness of the nature of the area of study, including different perspectives or approaches.</b></p> <p><b>A substantial inability to identify, select and use appropriate skills, methods and procedures.</b></p> <p><b>A substantial inability to use appropriate investigation to inform actions, and to review how effective methods and actions have been.</b></p> <p><b>A substantial inability to take responsibility for initiating and completing activities, exercising autonomy and judgement and for the quantity and quality of own output, and limited responsibility for the quantity and quality of output of others.</b></p>
<b>20-39</b>	<p><b>A significant failure to meet the threshold level of attainment at QCF/NCF Level 3 indicated by:</b></p> <p><b>An inability to use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</b></p> <p><b>An inability to access, interpret and evaluate relevant information and ideas.</b></p> <p><b>A lack of awareness of the nature of the area of study, including different perspectives or approaches.</b></p> <p><b>An inability to identify, select and use appropriate skills, methods and procedures.</b></p> <p><b>An inability to use appropriate investigation to inform actions, and to review how effective methods and actions have been.</b></p> <p><b>An inability to take responsibility for initiating and completing activities, exercising autonomy and judgement and for the quantity and quality of own output, and limited responsibility for the quantity and quality of output of others.</b></p>

<p><b>40-49</b></p>	<p><b>Achievement of the threshold level of attainment at QCF/NCF Level 3 indicated by:</b></p> <p><b>A limited use of factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</b></p> <p><b>A limited ability to access, interpret and evaluate relevant information and ideas.</b></p> <p><b>A limited awareness of the nature of the area of study, including different perspectives or approaches.</b></p> <p><b>A limited ability to identify, select and use appropriate skills, methods and procedures.</b></p> <p><b>A limited ability to use appropriate investigation to inform actions, and to review how effective methods and actions have been.</b></p> <p><b>A limited ability to take responsibility for initiating and completing activities, exercising autonomy and judgement and for the quantity and quality of own output, and limited responsibility for the quantity and quality of output of others.</b></p>
<p><b>50-59</b></p>	<p><b>Achievement above the threshold level of attainment at QCF/NCF Level 3 indicated by:</b></p> <p><b>A satisfactory use of factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</b></p> <p><b>A satisfactory ability to access, interpret and evaluate relevant information and ideas.</b></p> <p><b>A satisfactory awareness of the nature of the area of study, including different perspectives or approaches.</b></p> <p><b>A satisfactory ability to identify, select and use appropriate skills, methods and procedures.</b></p> <p><b>A satisfactory ability to use appropriate investigation to inform actions, and to review how effective methods and actions have been.</b></p> <p><b>A satisfactory ability to take responsibility for initiating and completing activities, exercising autonomy and judgement and for the quantity and quality of own output, and limited responsibility for the quantity and quality of output of others.</b></p>

60-69	<p><b>Attainment significantly above the threshold level of attainment at QCF/NCF Level 3 indicated by:</b></p> <p><b>A substantial use of factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</b></p> <p><b>A substantial ability to access, interpret and evaluate relevant information and ideas.</b></p> <p><b>A substantial awareness of the nature of the area of study, including different perspectives or approaches.</b></p> <p><b>A substantial ability to identify, select and use appropriate skills, methods and procedures.</b></p> <p><b>A substantial ability to use appropriate investigation to inform actions, and to review how effective methods and actions have been.</b></p> <p><b>A substantial ability to take responsibility for initiating and completing activities, exercising autonomy and judgement and for the quantity and quality of own output, and limited responsibility for the quantity and quality of output of others.</b></p>
70-84	<p><b>Attainment substantially above the threshold level of attainment at QCF/NCF Level 3 indicated by:</b></p> <p><b>An excellent use of factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</b></p> <p><b>An excellent ability to access, interpret and evaluate relevant information and ideas.</b></p> <p><b>An excellent awareness of the nature of the area of study, including different perspectives or approaches.</b></p> <p><b>An excellent ability to identify, select and use appropriate skills, methods and procedures.</b></p> <p><b>An excellent ability to use appropriate investigation to inform actions, and to review how effective methods and actions have been.</b></p> <p><b>An excellent ability to take responsibility for initiating and completing activities, exercising autonomy and judgement and for the quantity and quality of own output, and limited responsibility for the quantity and quality of output of others.</b></p>

<p><b>85-100</b></p>	<p><b>Outstanding attainment above the threshold level of attainment at QCF/NCF Level 3 indicated by:</b></p> <p><b>An outstanding use of factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</b></p> <p><b>An outstanding ability to access, interpret and evaluate relevant information and ideas.</b></p> <p><b>An outstanding awareness of the nature of the area of study, including different perspectives or approaches.</b></p> <p><b>An outstanding ability to identify, select and use appropriate skills, methods and procedures.</b></p> <p><b>An outstanding ability to use appropriate investigation to inform actions, and to review how effective methods and actions have been.</b></p> <p><b>An excellent ability to take responsibility for initiating and completing activities, exercising autonomy and judgement and for the quantity and quality of own output, and limited responsibility for the quantity and quality of output of others.</b></p>
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**Certificate Grading Criteria – FQHE Level 4**

<p><b>Certificate Grading Criteria – FQHE Level 4</b></p>	
<p><b>0-19</b></p>	<p>A substantial fail indicated by a substantial lack of knowledge of the underlying concepts and principles associated with their subject area:</p> <p>A substantial inability to evaluate and interpret these within the context of their area of study:</p> <p>An substantial inability to communicate, evaluate and interpret qualitative and quantitative data, a substantial inability to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their area of study. A substantial lack of the ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. A substantial failure to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.</p>

<p><b>20-39</b></p>	<p>A significant fail indicated by a lack of knowledge of the underlying concepts and principles associated with their subject area:</p> <p>An inability to evaluate and interpret these within the context of their area of study;</p> <p>An inability to communicate, evaluate and interpret qualitative and quantitative data, an inability to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their area of study. A substantial lack of the ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. A failure to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.</p>
<p><b>40-49</b></p>	<p>Achievement of the threshold level of attainment at level 4 indicated by a basic knowledge of the underlying concepts and principles associated with their subject area:</p> <p>An limited ability to evaluate and interpret these within the context of their area of study:</p> <p>An limited ability to communicate, evaluate and interpret qualitative and quantitative data, a limited ability to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their area of study. A basic ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. A basic ability to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.</p>
<p><b>50-59</b></p>	<p>Achievement above the threshold level of attainment at level 4 indicated by a satisfactory knowledge of the underlying concepts and principles associated with their subject area:</p> <p>A satisfactory ability to evaluate and interpret these within the context of their area of study:</p> <p>A satisfactory ability to communicate, evaluate and interpret qualitative and quantitative data, a satisfactory ability to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their area of study. A satisfactory ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. A satisfactory ability to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.</p>

<p><b>60-69</b></p>	<p>Attainment significantly above the threshold level of attainment at level 4 indicated by a substantial knowledge of the underlying concepts and principles associated with their subject area with limited gaps in these areas:</p> <p>A good ability to evaluate and interpret these within the context of their area of study:</p> <p>A good ability to communicate, evaluate and interpret qualitative and quantitative data, a good ability to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their area of study. A good ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. A good ability to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.</p>
<p><b>70-84</b></p>	<p>Attainment substantially above the threshold level of attainment at level 4 indicated by a comprehensive knowledge of the underlying concepts and principles associated with their subject area:</p> <p>An excellent ability to evaluate and interpret these within the context of their area of study:</p> <p>An excellent ability to communicate, evaluate and interpret qualitative and quantitative data, an excellent ability to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their area of study. An excellent ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. An excellent ability to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.</p>
<p><b>85-100</b></p>	<p>Outstanding attainment above the threshold level of attainment at level 4 indicated by a comprehensive knowledge of the underlying concepts and principles associated with their subject area:</p> <p>An outstanding ability to evaluate and interpret these within the context of their area of study; an outstanding ability to communicate, evaluate and interpret qualitative and quantitative data, an outstanding ability to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their area of study. An outstanding ability to evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work. An outstanding ability to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments.</p>

## Diploma Grading Criteria – FQHE Level 5

<b>0-19</b>	<p>A substantial fail indicated by a substantial lack of knowledge and an inability to critically understand the well-established principles of their subject areas:</p> <p>A substantial failure to understand the way in which those principles have developed an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. A substantial lack of knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and a substantial inability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. A substantial failure to appreciate the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. Unable to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. Unable to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.</p>
<b>20-39</b>	<p>A significant fail indicated by a significant lack of knowledge and an inability to critically understand the well-established principles of their subject areas:</p> <p>A significant failure to understand the way in which those principles have developed an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. A significant lack of knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and a significant inability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. A significant failure to appreciate the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. A significant failure to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. A significant failure to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.</p>

<p><b>40-49</b></p>	<p>Achievement of the threshold level of attainment at level 5 indicated by a basic knowledge of the underlying concepts and principles associated with their subject area:</p> <p>A basic ability to critically understand the well-established principles of their subject areas. A basic ability to understand the way in which those principles have developed an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. A basic knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and a basic ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. A basic appreciation of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. Unable to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. A basic ability to communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.</p>
<p><b>50-59</b></p>	<p>Achievement above the of the threshold level of attainment at level 5 indicated by a satisfactory knowledge of the underlying concepts and principles associated with their subject area:</p> <p>A satisfactory ability to critically understand the well-established principles of their subject areas. A satisfactory ability to understand the way in which those principles have developed an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. A satisfactory knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and a satisfactory ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. A satisfactory appreciation of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. Unable to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. A satisfactory ability to communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.</p>



<p><b>60-69</b></p>	<p>Achievement well above the threshold level of attainment at level 5 indicated by a good knowledge of the underlying concepts and principles associated with their subject area:</p> <p>An ability to critically understand the well-established principles of their subject areas. A good ability to understand the way in which those principles have developed an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. A good knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and a good ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. A good appreciation of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. Unable to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. A good ability to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.</p>
<p><b>70-84</b></p>	<p>Achievement substantially above the threshold level of attainment at level 5 indicated by a comprehensive knowledge of the underlying concepts and principles associated with their subject area:</p> <p>An excellent ability to critically understand the well-established principles of their subject areas. An excellent ability to understand the way in which those principles have developed an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. An excellent knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and an excellent ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. An excellent appreciation of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. An excellent ability to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. An excellent ability to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.</p>

<b>85-100</b>	<p>Outstanding achievement above the threshold of level 5 indicated by a comprehensive knowledge of the underlying concepts and principles associated with their subject area:</p> <p>An outstanding ability to critically understand the well-established principles of their subject areas. An outstanding ability to understand the way in which those principles have developed an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. An outstanding knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and an outstanding ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. An outstanding appreciation of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. An outstanding ability to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. An outstanding ability to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.</p>
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## Honours Degree Grading Criteria – FQHE Level 6

<p><b>0-19</b></p>	<p>A substantial failure to demonstrate a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline. A substantial inability to deploy accurately established techniques of analysis and enquiry within a discipline. A substantial failure to demonstrate conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. A substantial failure to appreciate the uncertainty, ambiguity and limits of knowledge. A substantial inability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). A substantial failure to apply the methods and techniques that they have learned. A substantial inability to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects, critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem, communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>
<p><b>20-39</b></p>	<p>A significant failure to demonstrate a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline. A significant inability to deploy accurately established techniques of analysis and enquiry within a discipline. A significant failure to demonstrate conceptual understanding that enables the student:</p> <p>To devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. A significant failure to appreciate the uncertainty, ambiguity and limits of knowledge. A significant inability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). A significant failure to apply the methods and techniques that they have learned. A significant inability to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects, critically evaluate arguments, assumptions,</p>

	<p>abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem, communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>
<b>40-49</b>	<p>Achievement of a threshold level of attainment at level 6 by demonstrating a basic but systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline. A basic ability to deploy accurately established techniques of analysis and enquiry within a discipline. A basic demonstration of a conceptual understanding that enables the student:</p> <p>To devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. A basic appreciation of the uncertainty, ambiguity and limits of knowledge. A basic ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). A basic ability to apply the methods and techniques that they have learned. A basic ability to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects, critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem, communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>
<b>50-59</b>	<p>Achievement of a threshold level of attainment at level 6 by demonstrating a satisfactory but systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline. A satisfactory ability to deploy accurately established techniques of analysis and enquiry within a discipline. A satisfactory demonstration of a conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. A satisfactory appreciation of the uncertainty, ambiguity and limits of knowledge. A satisfactory ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). A satisfactory ability to apply the methods and</p>

	<p>techniques that they have learned. A satisfactory ability to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects, critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem, communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>
<b>60-69</b>	<p>Achievement well above the threshold level of attainment at level 6 by demonstrating a good and systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline. A good ability to deploy accurately established techniques of analysis and enquiry within a discipline. A good demonstration of a conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. A good appreciation of the uncertainty, ambiguity and limits of knowledge. A good ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). A good ability to apply the methods and techniques that they have learned. A good ability to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects, critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem, communicate information, ideas, problems and solutions to both specialist and non-specialist audiences</p>
<b>70-84</b>	<p>Achievement substantially above the threshold level of attainment at level 6 by demonstrating an excellent and systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline. An excellent ability to deploy accurately established techniques of analysis and enquiry within a discipline. An excellent demonstration of a conceptual understanding that enables the student: to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. An excellent appreciation of the uncertainty, ambiguity and limits of knowledge. An excellent ability to manage their own learning and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).</p>

	<p>An excellent ability to apply the methods and techniques that they have learned. An excellent ability to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects, critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem, communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>
<p><b>85-100</b></p>	<p>Outstanding achievement above the threshold level of attainment at level 6 by demonstrating an outstanding and systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline. An outstanding ability to deploy accurately established techniques of analysis and enquiry within a discipline. An outstanding demonstration of a conceptual understanding that enables the student:</p> <p>To devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline. An outstanding appreciation of the uncertainty, ambiguity and limits of knowledge. An outstanding ability to manage their own learning and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). An outstanding ability to apply the methods and techniques that they have learned. An outstanding ability to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects, critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem, communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>



## Masters Degree Grading Criteria – FQHE Level 7

<b>0-19</b>	<p>A substantial failure to demonstrate a systematic understanding of knowledge, and a substantial lack of critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. A substantial lack of comprehensive understanding of techniques applicable to their own research or advanced scholarship. A substantial inability to demonstrate originality in the application of knowledge, together with a substantial inability to demonstrate a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. A substantial inability to evaluate critically current research and advanced scholarship in the discipline, to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. A substantial inability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. A substantial failure to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. A substantial inability to continue to advance their knowledge and understanding, and to develop new skills to a high level.</p>
<b>20-39</b>	<p>A significant failure to demonstrate a systematic understanding of knowledge, and a significant lack of critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. A significant lack of comprehensive understanding of techniques applicable to their own research or advanced scholarship. A significant inability to demonstrate originality in the application of knowledge, together with a significant inability to demonstrate a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. A significant inability to evaluate critically current research and advanced scholarship in the discipline, to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. A significant inability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. A significant failure to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. A significant inability to continue to advance their knowledge and understanding, and to develop new skills to a high level.</p>



<p><b>40-49</b></p>	<p>Achievement of a threshold level of attainment at level 7 by demonstrating a basic but systematic understanding of knowledge, and a basic critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. A basic but comprehensive understanding of techniques applicable to their own research or advanced scholarship. A basic ability to demonstrate originality in the application of knowledge, together with a basic ability to demonstrate a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. A basic ability to evaluate critically current research and advanced scholarship in the discipline, to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. A basic ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. A basic ability to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. A basic ability to continue to advance their knowledge and understanding, and to develop new skills to a high level.</p>
<p><b>50-59</b></p>	<p>Achievement of a threshold level of attainment at level 7 by demonstrating a satisfactory but systematic understanding of knowledge, and a satisfactory critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. A satisfactory but comprehensive understanding of techniques applicable to their own research or advanced scholarship. A satisfactory ability to demonstrate originality in the application of knowledge, together with a satisfactory ability to demonstrate a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. A satisfactory ability to evaluate critically current research and advanced scholarship in the discipline, to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. A satisfactory ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. A satisfactory ability to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. A satisfactory ability to continue to advance their knowledge and understanding, and to develop new skills to a high level.</p>

<p><b>60-69</b></p>	<p>Achievement well above the threshold level of attainment at level 7 by demonstrating a good and systematic understanding of knowledge, and a good critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. A good but comprehensive understanding of techniques applicable to their own research or advanced scholarship. A good ability to demonstrate originality in the application of knowledge, together with a good ability to demonstrate a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. A good ability to evaluate critically current research and advanced scholarship in the discipline, to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. A good ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. A good ability to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. A good ability to continue to advance their knowledge and understanding, and to develop new skills to a high level.</p>
<p><b>70-84</b></p>	<p>Achievement substantially above the threshold level of attainment at level 7 by demonstrating an excellent and systematic understanding of knowledge, and an excellent critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. An excellent but comprehensive understanding of techniques applicable to their own research or advanced scholarship. An excellent ability to demonstrate originality in the application of knowledge, together with an excellent ability to demonstrate a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. An excellent ability to evaluate critically current research and advanced scholarship in the discipline, to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. An excellent ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. An excellent ability to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. An excellent ability to continue to advance their knowledge and understanding, and to develop new skills to a high level.</p>

<p><b>85-100</b></p>	<p>Outstanding achievement above the threshold level of attainment at level 7 by demonstrating an outstanding and systematic understanding of knowledge, and an outstanding critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. An outstanding but comprehensive understanding of techniques applicable to their own research or advanced scholarship. An outstanding ability to demonstrate originality in the application of knowledge, together with an outstanding ability to demonstrate a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. An outstanding ability to evaluate critically current research and advanced scholarship in the discipline, to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. An outstanding ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. An outstanding ability to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. An outstanding ability to continue to advance their knowledge and understanding, and to develop new skills to a high level.</p>
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